DOCUMENT RESUME

ED 439 288 CE 079 933

TITLE	Workforce Development Legislation. A Guide for Adult Education Instructors. Quality Professional Development Project.
INSTITUTION	Florida Community Coll., Jacksonville.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.
PUB DATE	1999-00-00
NOTE	31p.; For other guides in the Quality Professional Development Project, see ED 430 098-104 and CE 079 932-934.
AVAILABLE FROM	Florida ACENET/IDEAL, 777 Glades Road, Building 47, Room 245, Boca Raton, FL 33431-0991. Tel: 561-297-2346, Fax: 561-297-2345, e-mail: acenet@fau.edu.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Achievement; Adult Education; Adult Educators; Employment Patterns; *Faculty Development; *Federal Legislation; Instructional Materials; *Labor Force Development; Literacy Education; Portfolio Assessment; Recordkeeping; Student Evaluation; Student Records; Vocational Education
IDENTIFIERS	*Carl D Perkins Vocational Technical Educ Act 1998; Florida; *Workforce Investment Act 1998

ABSTRACT

This guide on work force development legislation is designed for professional development of new adult education instructors in Florida. It is one of three manuals developed to supplement a previous series of professional development manuals. Section 1 provides an overview of work force development legislation, focusing on the following new federal legislation: Workforce Investment Act of 1998 (Title I, Workforce Investment Systems; Title II, Adult Education and Family Literacy; and Title V, General Provisions) and the Carl D. Perkins Vocational and Technical Education Act of 1998 (Title I, Vocational and Technical Education Assistance; Title II, Tech Prep; Title III, General Provisions). Section II, on literacy completion points, discusses the impact of Florida 1998 workforce development legislation on adult education students, instructors, and programs. It also describes how to collect student tracking data, including documenting student progress, completing a student tracking form to record student progress, student folders, and student portfolios. Appendixes include an adult education glossary; adult education acronyms; lists of Florida occupations with the largest employment, fastest growth, highest wages, and biggest decline; and an evaluation form. (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 439 288

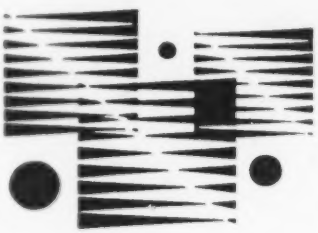
A Guide for Adult Education Instructors

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M Murr

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

WORKFORCE DEVELOPMENT LEGISLATION

Florida Community College at Jacksonville
Program Development
Quality Professional Development Project 1999

CE 079 933

BEST COPY AVAILABLE

A Guide for Adult Education Instructors

WORKFORCE DEVELOPMEMT LEGISLATION

Florida Community College at Jacksonville
Program Development
Quality Professional Development Project 1999

QUALITY PROFESSIONAL DEVELOPMENT PROJECT 1999

Working class people "look for work," Middle class people "try to get a job." Upper-middle class people "seek employment."

George Carlin
Brain Droppings, Comedy Concepts, Inc., 1997

This project was funded through a Florida Department of Education, Division of Workforce Development, 353 Special Demonstration Grant.

FLORIDA COMMUNITY COLLEGE
AT JACKSONVILLE
PROGRAM DEVELOPMENT DEPARTMENT

SECTION I

OVERVIEW OF WORKFORCE DEVELOPMENT LEGISLATION

WORKFORCE INVESTMENT ACT OFFERS OPPORTUNITIES FOR ADULT AND FAMILY LITERACY

In August 1998, President Clinton signed the Workforce Investment Act of 1998 into law. The new law consolidates over 50 employment, training, and literacy programs—including the *National Literacy Act, Adult Education Act,* and *Job Training Partnership Act*—into three block grants to states: one for adult education and family literacy, one for disadvantaged youth, and one for adult employment and training. Title II of the new law replaces the *Adult Education Act* and continues the federal investment in adult education and family literacy for five more years.

Many elements of the new law will have an impact on the adult education and family literacy system. For example, in order to maximize the integration of services for individuals, the law creates a collaborative planning process at the state level. While the planning process includes employment and training as well as adult education and literacy, the actual administration, operation, funding, and reporting of adult education and literacy remain separate.

GOALS

While the old *Adult Education Act* allowed states to use federal funds for family literacy services, the new law puts family literacy on equal footing with adult basic education and English as a Second Language (ESL) services.

The new law sets three goals for adult education and literacy:

1. Assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency.

2. Assists adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children.

3. Assist adults in completing high school or the equivalent.

National Institute for Literacy, September 23, 1998

NEW FEDERAL LEGISLATION

By Lynda Hartnig,
Florida Department of Education

After several years without authorization, we finally have federal legislation for vocational education, job training, and adult education. Many of you may remember that when the discussions about reauthorization began there was much talk of consolidating a large number of programs into one block grant. The final products are two federal acts: The Workforce Investment Act of 1998 and the Carl D. Perkins Vocational and Technical Education Act of 1998.

WORKFORCE INVESTMENT ACT OF 1998

This Act (HR 1385) was signed into law in August. The Act places into one law (PL 105220) the authorization for several unique funding streams. While most of the titles within the Workforce Investment Act are administered by the Department of Labor, Title II will be administered by the state educational agency. The specific titles include:

Title I	Workforce Investment Systems
Title II	Adult Education and Family Literacy
Title III	Wagner-Peyser
Title IV	Vocational Rehabilitation
Title V	General Provisions

Title I, Workforce Investment Systems basically replaces JTPA. This title requires a State Workforce Investment Board and Regional Workforce Investment boards similar to the state requirements for the Jobs and Education partnership and Regional Workforce Development Boards. The law permits states who had boards in place to "grandfather in" those existing boards.

The Act also requires delivery of services through one-stop career centers and emphasizes a "work-first" philosophy similar to WAGES. Within this title there are three funding streams—Adult Job Training programs, Dislocated Workers, and Low-Income Youth. When training services are provided under this Act, most often they will be delivered through "Individual Training Accounts." This Title must be implemented by July 2000.

Title II, Adult Education and Family Literacy replaces what we have know as the Adult Education Act. Some major differences include a focus on family literacy, two-year grants, and a shifting from funding by geographic areas to a totally competitive funding process. States will be required to negotiate performance levels and may receive incentives for exceeding performance levels, but also could be sanctioned for not meeting levels of performance.

While the original law required implementation by July 1999, amendments have already been signed into law that would allow transition with final implementation required by July 2000. The US Department of Education has provided a number of options regarding implementation of this Title. Florida will most likely select an option that will enable the state to submit a one-year transition plan while evaluating unified planning options.

Title V, General Provisions provides for unified planning among any of the five titles of this Act and a number of other federal programs including Carl Perkins. Florida is starting a process to evaluate which programs may benefit from being coordinated through a unified plan.

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

This Act (HR 1853) (PL 105-332) was streamlined to provide more flexibility while maintaining the key focus of the Perkins II legislation. The three titles in this Act are:

Title I	Vocational and Technical Education Assistance
Title II	Tech Prep
Title III	General Provisions

Some of the changes in the law include: State and local plans will be developed for five years. States will have authority to unify plans with programs in the Workforce Investment Act of 1998. States will negotiate core indicators of performance and if they exceed that performance will be eligible for incentives. Core performance indicators will include things such as student attainment of academic and vocational proficiencies, attainment of a high school diploma or post-secondary education, the military, or employment, and student participation in and completion of non-traditional training and employment programs.

While separate funding for Single Parent and Sex Equity programs was not authorized, the special populations to be served have been expanded to ensure that services to these students continue.

The special populations include individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional

training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including LEP.

In addition to the secondary and post-secondary formulas, states were given more flexibility with the in-state formula. This flexibility is being evaluated to determine how it can best serve Florida's residents.

Title II, Tech-Prep has basically remained the same.

The US DOE has provided states some options regarding implementation. These options are currently being evaluated.

While all of this may sound overwhelming, in reality, Florida's focus on coordination with other agencies, incorporation of academic and vocational competencies, implementation of higher standards, and the designation of some funding on performance has placed the state in an excellent position to respond to the requirements of the federal legislation.

ACE Report, March/April 1999

SECTION II

LITERACY COMPLETION POINTS

IMPACT OF FLORIDA 1998 WORKFORCE DEVELOPMENT LEGISLATION ON ADULT EDUCATION STUDENTS, INSTRUCTORS, AND PROGRAMS

- Greater accountability for adult education (ABE, GED, AHS, ESOL) programs.
- Program funding will be driven by student mastery of Literacy Completion Points (LCPs): student achievement of academic or workforce competencies.
- Adult student gains (LCPs) are shown through standardized instruments, checklists, or portfolios.
- Funding for adult education programs will be determined by LCPs for student progression from one placement level to the next or student program completion.
- Instructors determine when students are ready to exit or move to the next student performance level based on documentation of student performances.
- Student orientation, recruitment, and retention are critical factors to program success.

Adapted by QPD from an ESOL professional development presentation by:
Monica Oliva, Education Specialist, ESOL/VESOL Programs, Miami-Dade County Public Schools, 1999

STUDENT TRACKING DATA

Your educational program manager will require you to complete a student tracking form to record the progress of your students. (see page 11). This recordkeeping system will monitor adult education student literacy completion points (LCPs) and program completions. This data will also be used for program reports to our state and federal educational agencies that fund our adult education programs.

DOCUMENTING STUDENT PROGRESS

The Florida 1998 Workforce Development legislation requires adult education programs to document student progress and educational gains. Literacy Completion Points (LCPs) will determine student progression.

State Board Rule/SBR 6a-6.014

Adult student progress will be measured by progression through LCPs, using one or more of the following:

a. grade scale/scale score improvements measured by an approved test
**School districts and community colleges may use any of the state approved tests.*

b. improvement of literacy or workforce readiness skills
**Improvement of literacy or workforce readiness skills will be measured by attainment of LCPs using either state approved tests or documentation of completion of performance standards.*

c. successful completion of curriculum frameworks and course performance standards
**State approved competency checklists are one way to document achievement of competencies.*

d. *Attainment of GED or Adult High School diploma.*

Our state approved competencies **checklists** are based on the state approved curriculum frameworks. They would be used to document student achievement of competencies (please refer to the following checklist example). The performance-based student **portfolios** are to include examples of student work. An evaluation of those examples may also be included as back-up documentation to support the certification of the LCPs.

You, the instructor, will certify your student's achievement of competencies. Your student's LCP competency checklists or equivalent documents must be maintained in a permanent recordkeeping system in an auditable fashion. It is imperative that you as the instructor keep accurate and consistent records. These records are particularly critical for documenting program accountability and student retention, which drive program funding. Further enhancement of these standards for documentation will be forthcoming from your program manager.

Checklists example: Orange County Public Schools Adult ESOL Program
(may be individualized to the institution)

(Institution)

ESOL Literacy/Foundation LCPS-A

Student _____ Entry Date _____ Withdrawal Date _____

Teacher _____ Site _____

CURRICULUM STRAND		
CURRICULUM COMPETENCY		
WORKFORCE DEVELOPMENT SKILLS	**DATE COMPLETED**	**INITIALS**
01.0 OBTAINING EMPLOYMENT		
01.01 Recognize entry-level jobs and occupations.		
01.02 Identify workplaces of various occupations.		
01.03 Recognize procedures for applying for a job.		
01.04 Complete a simplified job application with assistance.		
01.05 Transfer information from one job application to another with assistance.		
01.06 Recognize and demonstrate appropriate behavior for the job interview and how to present a positive image.		
01.07 Demonstrate ability to respond to basic interview questions.		
01.08 Recognize required forms of identification for employment. (ex. social security card, photo identification, etc.)		

ADULT EDUCATION/STUDENT DATABASE
RECORD OF LITERACY COMPLETION POINTS

Student Name: _____ _____
Last First M..I. Social Security Number

Entry Level Test Information: _____ _____ _____
Name of Test Level of Test Scaled Scores

Program: _____ **Site:** _____ **Term:** _____

ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Type of Instruction	Mastery of Performance Standards (Output Measure)	Adult Literacy Completion Point (Data Element)	Completion Date
Adult ESOL: (Data Element 2101 – Completion CIP – 1532010300)			
ESOL – Literacy/Foundation	Successfully complete level benchmarks	A	
ESOL – Low Beginning	Successfully complete level benchmarks	B	
ESOL – High Beginning	Successfully complete level benchmarks	C	
ESOL – Low Intermediate	Successfully complete level benchmarks	D	
ESOL – High Intermediate	Successfully complete level benchmarks	E	
ESOL – Advanced	Successfully complete level benchmarks	F	
ESOL – Adult Secondary Level	Advanced ESOL for College Bound	G	
Specialized Adult ESOL ESOL Workforce Readiness: (Data Element 2101 – Completion CIP – 1532010502)			
Workforce Readiness Skills	Workforce Readiness Skills	A	
Intermediate Literacy	Level 3 (4.0-5.9)	C	
Functional Literacy	Level 4 (6.0-8.9)	D	
ABE Workforce Readiness Skills: (Data Element 2101 – Completion CIP: 1532010500)			
Workforce Readiness Skills (ABE)	Workforce Readiness Skills	E	

Documentation On File: _____ **Yes** _____ **No**

Comments: _____

_____

_____

Verified by: _____
NAME POSITION DATE

Source: Daytona Beach Community College, ESOL Department - 1999

STUDENT FOLDERS

- Student data sheet/personal information form
- Student Program/Agreement form
- Literacy Completion Points (LCPs) verification form
- Examples of student's work
- Examples of teacher-made tests

STUDENT PORTFOLIOS

- Each portfolio should include the state-mandated list of targeted competencies (LCPs).
- Students and teachers decide what the individual pieces are that will be included in the portfolios.
- Every piece should be representative of a student's ability as related to a competency.
- Teachers provide standards/guidelines for student portfolio evaluation.
- Students would check off those competencies they feel they have attained.

PLEASE NOTE:

- ☐ The purpose of a student portfolio is to measure what students have learned.
- ☐ Students and instructors share the responsibility for mastering the student performance level (SPL) competencies.
- ☐ Students will check off those SPL competencies they have attained.
- ☐ Instructors should continuously encourage adult students to refine their work.
- ☐ Work in the portfolio reflects a student's progress over a period of time. All portfolio samples should be arranged chronologically.
- ☐ Portfolios can be used as a supplement to standardized testing.
- ☐ Instructors should pass their students' portfolios on to the next instructor.

Adapted by QPD from an ESOL professional development presentation by:
Monica Oliva, Education Specialist, ESOL/VESOL Programs, Miami-Dade County Public Schools, 1999

APPENDICES

Appendix A

ADULT EDUCATION GLOSSARY

Adult general education*	A comprehensive instructional programs designed to improve the employability of state's workforce through adult basic education, adult secondary education, English for Speakers of Other Languages, vocational preparatory instruction, and instruction for adults with disabilities.
Adult ESOL or Adult ESL*	Noncredit English language courses designed to improve the employability of the state's workforce thorough acquisition of communication skills and cultural competencies which enhance ability to read, write, speak, and listen in English. ESOL means English for Speaker of Other Languages. ESL means English as a Second Language. The two terms are interchangeable.
Adult student*	A student who is beyond the compulsory school age and who has legally left elementary or secondary school, or a high school student who is taking an adult course required for high school graduation.
Benchmark	The benchmark is the most specific level of information. A benchmark identifies the learner expectations—what a student should be able to do at the end of the developmental level.
Competency Based Instruction	Curriculum using specific objectives and performance based learning to achieve performance standards.
Computer Assisted Instruction	A method of instruction using a variety of software to facilitate learning.

Cooperative Learning	A learning strategy that facilitates the sharing and exploring of knowledge.
Final Functional Level FFL	A code indicating the functional level of the adult general education student for the class at the end of the term.
Individualized Instruction	A method of instruction based upon a prescription designed to meet the assessed needs of a student.
Institution	A Local Educational Agency (LEA), Community Based Organization (CBO), or a school district.
Literacy Completion Point*	The attainment of prescribed academic or workforce readiness skills. These skills qualify the participant for further basic education, vocational education or employment.
National Standards	The National Standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities. These standards assure that literacy growth begins before students enter schools as they experience and experiment with literacy activities. The National Standards mandate that these students have the opportunity and resources to develop skills needed to pursue life's goals and to participate fully as informed productive member of society.
Performance Based Learning	Immersion of students in the act of performing an actual learning task. (Learning by doing.) Performance based learning requires depth of knowledge and deep understanding that is evidenced through the performance itself.
Placement	Completion of an LCP or program and enrollment into further education or obtainment of employment./enhancement of present employment will constitute placement for Adult Education.

SCANS Competencies	Developed by the Secretary's Commission on Achieving Necessary Skills, the SCANS Report is a definitive study that outlines eight areas of emphasis needed to produce qualified productive workers for the 21st century.
Standards	A general statement of what the student is expected to achieve within each strand. It is a description of general expectations regarding knowledge and skill development within a strand.
Strand	The most general type of information. It is the label (word of phrase) for a category of knowledge. Strands are words such as reading, writing, literature, listening, planning, management, energy, algebraic thinking, and measurement.
Sunshine State Standards	"The Florida system of School Improvement and Accountability: Blueprint 2000" established eight goals. Goal 3 of this initiative deals with student performance. Eleven standards were incorporated into seven specific curriculum areas known as the Sunshine State Standards. Standards are what students are expected to know at certain stages of their career.
Termination codes	These codes indicate the status of student at the end of the term.
Withdrawal codes	The reason why a student withdraws from class; these codes may be found on the back of the attendance register.

**Definitions excerpted from the Workforce Development Implementation Act of 1998 Section 239.105 and the Commissioners' Task Force Report.*

Appendix B

ACRONYMS – ADULT EDUCATION

ABE	-	**Adult Basic Education**
AHS	-	**Adult High School**
AT	-	**Applied Technology**
DWD	-	**Division of Workforce Development**
ESL	-	**English as a Second Language**
ESOL	-	**English for Speakers of Other Languages**
FAC	-	**Florida Administrative Codes**
GED	-	**General Educational Development**
LA	-	**Language Arts**
LCP	-	**Literacy Completion Point**
LEA	-	**Local Education Agency**
LEP	-	**Limited English Proficient**
SAIL	-	**System for Applied Individualized Learning**
SBER	-	**State Board of Education Rule**
SCANS	-	**Secretary's Commission on Achieving Necessary Skills**
SSS	-	**Sunshine State Standards**
VESOL	-	**Vocational English for Speakers of Other Languages**
VPI	-	**Vocational Preparatory Instruction**
WAGES	-	**Work & Gain Economic Self-Sufficiency**

Appendix C

OCCUPATIONS WITH LARGEST EMPLOYMENT

Florida

Listed below are the 10 occupations with the largest employment in Florida in 1996.

OCCUPATION	1996 EMPLOYMENT
Salespersons, retail	219,050
General office clerks	193,350
Cashiers	189,700
General managers and top executives	186,700
Waiters and waitresses	150,100
Secretaries, except legal and medical	148,300
First-line supervisors and managers/supervisors – sales and related workers	142,150
Bookkeeping, accounting, and auditing clerks	124,050
Registered nurses	120,700
Food preparation workers	76,200

Source: Florida Department of Labor and Employment Security, Division of Jobs and Benefits, 1996

Requiring Post-Secondary Training or an Associate's Degree

Listed below are the 25 occupations with the largest employment in 1996 that required post-secondary education or training below a bachelor's degree.

OCCUPATION	1996 EMPLOYMENT
Secretaries, except legal and medical	2,880,600
Registered nurses	1,971,400
Automotive mechanics	775,400
Licensed practical nurses	699,100
Hairdressers, hairstylists, and cosmetologists	585,700
Data entry keyers, except composing	417,800
Welders and cutters	352,000
Electrical and electronic engineering technicians and technologists	297,400
Legal secretaries	283,700
Sales agents, real estate	282,200
Medical secretaries	238,700
Emergency medical technicians	149,700
Travel agents	142,300
Dental hygienists	132,800
Paralegal personnel	112,900
Aircraft mechanics	111,900
Stenographers and/or court reporters	97,600
Medical records technicians	87,300
Respiratory therapists	81,800
Central office and PBX installers and repairers	80,900
Data processing equipment repairers	79,700
Psychiatric technicians	66,300
Electronics repairers, commercial and industrial equipment	59,600
Barbers	59,500
Surgical technologists and technicians	48,600

Source: Bureau of Labor Statistics, 1996

Appendix D

FASTEST GROWING OCCUPATIONS

Florida

Listed below are the 10 occupations projected to grow the fastest in Florida during 1996-2006 time period.

OCCUPATION	EMPLOYMENT		Percent Change*
	1996	2006	
Occupational therapy assistants and aides	750	1,550	102%
Systems analysts, electronic data processing	20,550	39,600	93%
Physical and corrective therapy assistants and aides	4,650	8,650	86%
Electronic pagination system operators	1,600	2,950	84%
Computer engineers	9,250	16,650	80%
Home health aides	29,000	52,150	80%
Medical assistants	14,350	25,200	76%
Physical therapists	6,800	11,550	69%
Emergency medical technicians	7,950	13,400	68%
Paralegal personnel	6,600	11,100	68%

*Note: The national average percent change is between 10 and 20%.

Source: Florida Department of Labor and Employment Security, Division of Jobs and Benefits, 1996

Requiring Post-Secondary Training or an Associate's Degree

Listed below are the 25 occupations projected to grow the fastest during the 1996-2006 time period that require post-secondary education or training below the bachelor's degree.

OCCUPATION	EMPLOYMENT		Percent Change*
	1996	2006	
Paralegal personnel	112,900	189,300	68%
Data processing equipment repairers	79,700	121,500	52%
Medical records technicians	87,300	131,800	51%
Dental hygienists	132,800	196,800	48%
Respiratory therapists	81,800	119,300	46%
Emergency medical technicians	149,700	217,100	45%
Manicurists	43,100	62,400	45%
Cardiology technologists	17,200	23,200	35%
Medical secretaries	238,700	314,500	32%
Surgical technologists and technicians	48,600	64,100	32%
Dancers and choreographers	23,400	29,900	28%
Veterinary technicians and technologists	26,500	33,800	27%
Travel agents	142,300	176,400	24%
Licensed practical nurses	699,100	847,500	21%
Registered nurses	1,971,400	2,382,300	21%
Broadcast technicians	45,800	52,700	14%
Electrical and electronic engineering technicians and technologists	297,400	340,600	15%
Aircraft mechanics	111,900	127,700	14%
Legal secretaries	283,700	319,200	13%
Nuclear medicine technologists	12,900	14,600	13%
Automotive mechanics	775,400	871,300	12%
Electronics repairers, commercial and industrial equipment	59,600	66,700	12%
Hairdressers, hairstylists, and cosmetologists	585,700	643,700	10%
Aircraft engine specialists	24,800	27,000	9%
Psychiatric technicians	66,300	72,400	9%

Appendix E

OCCUPATIONS THAT HAVE HIGH WAGES

Florida

Listed below are the 10 occupations with the highest median hourly wages in Florida in 1996.

OCCUPATION	Median wages, 1996	
	Hourly	Annual
Lawyers	$34.97	$72,700
Pharmacists	$31.61	$65,700
Engineering, mathematical, and natural sciences managers	$30.43	$63,300
Electrical and electronic engineers	$28.91	$60,100
Chemical engineers	$27.07	$56,300
Veterinarians and veterinary inspectors	$26.33	$54,800
Civil engineers, including traffic	$25.74	$53,500
Physical therapists	$24.96	$51,900
Nuclear engineers	$24.18	$50,300
Public administration chief executives, legislators, and general administrators	$24.18	$50,300

Note: the annual wage is based on a 40-hour work week for 52 weeks (year).

Source: Florida Department of labor and Employment Security, Division of Job and Benefits, 1996

Requiring Post-Secondary Training or an Associate's Degree

Listed below are the 25 occupations with the largest employment in 1996 that required post-secondary education or training below a bachelor's degree.

OCCUPATION	Median wages, 1996	
	Hourly	Annual
Dental hygienists	$20.36	$42,300
Central office and PBX installers and repairers	$19.82	$41,200
Station installers and repairers, telephone	$18.59	$38,700
Registered nurses	$18.44	$38,400
Nuclear medicine technologists	$18.01	$37,500
Aircraft mechanics	$17.31	$36,000
Cardiology technologists	$16.15	$33,600
Electrical and electronic engineering technicians and technologists	$15.39	$32,000
Respiratory therapists	$15.33	$31,900
Electronics repairers, commercial and industrial equipment	$14.22	$31,700
Paralegal personnel	$14.36	$29,900
Aircraft engine specialists	$14.29	$29,700
Radio mechanics	$13.96	$29,000
Broadcast technicians	$13.91	$28,900
Legal secretaries	$13.62	$28,300
Data Processing equipment repairers	$13.13	$27,300
Sales agents, real estate	$12.49	$26,000
Automotive mechanics	$12.35	$25,700
Licensed practical nurses	$12.00	$25,000
Stenographers and/or court reporters	$11.64	$24,200
Surgical technologists and technicians	$11.56	$24,000
Electronic home entertainment equipment repairers	$11.19	$23,300
Welders and cutters	$11.17	$23,200
Dancers and choreographers	$10.78	$22,400
Secretaries, except legal and medical	$10.61	$22,100

Appendix F

OCCUPATIONS IN DECLINE

Requiring Post-Secondary Training or an Associate's Degree

Listed below are the occupations with the largest decline in employment during the 1996-2006 time period that required post-secondary education or training below a bachelor's degree.

OCCUPATION	EMPLOYMENT		PERCENT CHANGE
	1996	2006	
Station installers and repairers, telephone	36,600	9,700	-74%
Data keyers, composing	17,800	9,900	-45%
Electronic home entertainment equipment repairers	32,800	26,600	-19%
Barbers	59,500	53,700	-10%
Radio mechanics	8,000	7,400	-7%
Secretaries, except legal and medical	2,880,600	2,793,900	-3%
Jewelers and silversmiths	31,900	31,400	-2%

Source: Bureau of labor Statistics, 1996

Appendix G

Quality Professional Development Project

INSTRUCTOR/USER EVALUATION FORM

■ **Please circle the number that matches your response to the following statements:**

5=Excellent; 4=Good; 3=Average; 2=Fair; 1=Poor

1. Overall rating of the product	5	4	3	2	1
2. Product organization and preparation (format, sequence, materials)	5	4	3	2	1

■ **Please circle the number that matches your response to the following statements:**

5=strongly agree; 4=agree; 3=don't know; 2=disagree; 1=strongly disagree

As a result of reading *A Guide for Adult Education Instructors – Workforce Development Legislation,*

3. I am more knowledgeable about Florida's Workforce Development Legislation.	5	4	3	2	1
4. I better understand the impact of LCPs on our Adult Education programs.	5	4	3	2	1
5. I am more aware of the importance of student retention/completion.	5	4	3	2	1
6. I found the appendices information helpful.	5	4	3	2	1

Comments:

Please return your completed instructor/user evaluation form to:

Quality Professional Development Project
Florida Community College at Jacksonville
Program Development Department
940 North Main Street
Jacksonville, Florida 32202-9968

QUALITY PROFESSIONAL DEVELOPMENT PROJECT 1999

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE
PROGRAM DEVELOPMENT